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# ATHLETIC JOURNAL

*A Professional Magazine  
for the Coaches of the Country*

**John L. Griffith, Editor**

VOLUME V

JUNE, 1925

NUMBER 10

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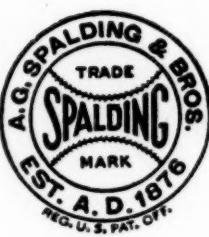
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# ATHLETIC JOURNAL

VOL. V

CHICAGO, ILLINOIS

No. 10

## HOUSER IN THE DISCUS THROW

BY

DEAN CROMWELL

Track Coach, University of Southern California

*Dean Cromwell, Track Coach at the University of Southern California, has developed some of the great athletes of his time. Houser, the winner of both the shot put and discus in the Olympic Games in Paris has shown continued improvement under Cromwell's coaching. It is interesting to study the form of the man who won such signal honors in Paris and it is especially interesting to have this study of Houser because he has recently broken the world's record in the discus throw.—EDITOR'S NOTE.*

If mention is made of a discus thrower or a shot putter to any track enthusiast, he will immediately conjure up a mental picture of an individual of elephantine proportions; a creature of hulking height, colossal shoulders, and ham-like hands. However, when track followers see "Bud" Houser in action, they are always startled by the comparative smallness of the man.

"How does he do it?" has been the question raised all over track-dom, both in America and Europe, ever since the "Little Giant," as I like to call him, first started his career in Oxnard High School some seven years ago. While still in high school, Houser won the National Championship of America from men who appeared to be twice the lad's height and weight. Last year in the Olympic Games at Paris, Houser triumphed in both the shot and discus over men who completely dwarfed him in size. Glenn Hartranft, Hill, Tom Lieb and even his team-mate, Norman Anderson, all are over the six foot mark, and weigh well up in the two hundreds. In contrast to these Brobdingnagians, Houser is of average height and weight; he stands about 5 feet 10 inches in his stockings, and strips

around 183 pounds at top condition.

Track experts have watched Houser in action, and then have exclaimed, "What feats Houser would have accomplished if he had only been given a build like Glenn Hartranft or Tom Lieb." But when Houser and the bigger discus throwers are considered it is well to remember that Houser, because of his smaller size, never has any trouble in staying in an 8 foot  $2\frac{1}{2}$  inch circle, while the larger men are continually stepping over and losing their best throws on fouls. It was this ability of Houser's to utilize a narrow space in his throwing that enabled him to set a world's record of 147 feet 7 inches from a seven foot circle, a feat that was thought impossible before the feline-footed Houser came along. In my opinion Houser more than off-sets his lack of size by his added speed across the circle.

As far as form is concerned, Houser uses the orthodox style taught practically by all the coaches in America. It is orthodox in every particular. He employs no freak method to keep his right arm, or throwing arm, well back of his body in an effort to accentuate the "drag," as it is technically called. Houser,

in preparing for a throw, places his right foot parallel with the back of the circle, and with the left foot slightly advanced the weight of his body is evenly distributed on both legs. In grasping the implement, Houser places the tips of his fingers barely over the edge of the discus, and then takes two or three preliminary swings before he starts across the circle. He merely lets the weight of the implement carry it behind his body, with the back of his hand remaining uppermost.

Houser's style does not differ a particle from the form in use in practically every place where track is taught in America. The unusual success he has had in discus throwing must be attributed to two things: the natural terrific drive he has in his delivery of the discus, and the perfection which he has attained in his form of going across the circle. Houser's progress across the circle (as illustrated in the accompanying diagram) is done in the

(Continued on page 38)



*Houser making Olympic record of 151 feet 5 $\frac{1}{4}$  inches*

# LEE BARNES—OLYMPIC CHAMPION

BY

WILLIAM J. PAIGE

"Bill" Paige was graduated from Iowa State College where he won honors in football, basketball and track. He is now Director of Physical Education at Hollywood High School, Los Angeles, California, and coaches the basketball and track teams. His basketball teams do not compete with schools outside of Los Angeles, but his team tied for the city championship in 1924, and in 1925 won the title of city champions. In 1923 his track team won the Southern California and the State meets and finished fourth in Mr. Stagg's National Interscholastic meet. In 1924 he won the Southern California meet and placed second in the California meet. Much of Lee Barnes' success in vaulting may be attributed to "Bill" Paige's coaching.—EDITOR'S NOTE.

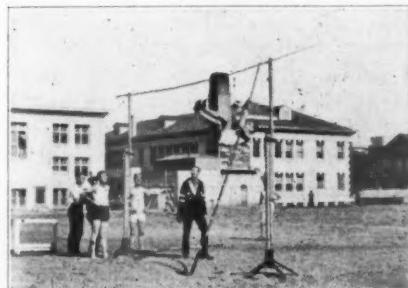
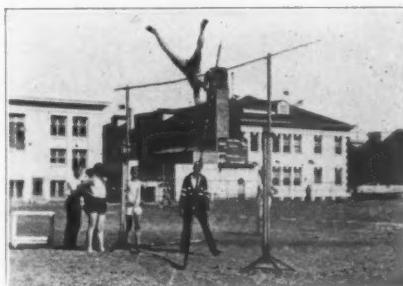


Lee Barnes, a member of the Hollywood High School, Los Angeles, California, holds the unique distinction of being the first and only high school boy ever to win a first place in the pole vault at the Olympic Games.

His success in the pole vault may be attributed to two things—first, from the day Barnes entered High School he was determined that some day he was going to do something worthwhile and with that end in view he started out to specialize in the pole vault. His first year as a Freshman did not bring out anything startling, but he never became discouraged nor thought of throwing up the "sponge." In the second year he began to develop and take on weight and consequently he was

a little heavy and awkward, but he did manage to get over the eleven foot mark. The third year brought about a remarkable change, his form was perfected and twelve feet looked easy to him. The remarkable part of his career was that during this time he never went out for any other sport, but day in and day out he could be found working for perfection in the vault.

The second thing that contributed to his success, and in the writer's mind by far the most important, was that he was an ideal trainer. He



always kept regular hours and was not affected by the smoke habit or girl craze which has sent so many really promising athletes down the ladder. He was always the first one out after school, and after finishing his work in the field he was never too tired or indolent to finish up with fifteen minutes on rope climbing and apparatus work. The gym-

(Continued on page 40)

## PICTURE STUDIES

Much may be learned by studying great athletes when they are performing in their various events. Now and then a coach has difficulty in developing one of his athletes and he gets ideas from watching others perform that will help him to teach his men how to reach the highest possible point of development. Picture studies are of value because everyone can learn from those who have achieved success in special lines. Sometimes a great star employs a form that is peculiarly his own and one which would not bring good results if followed by the average athlete. However, there is a standard form in most athletic events and a coach will do well to teach his men the form generally accepted unless convinced that for some reason or other the man in question will do better by using some other methods. If in doubt it is well to employ the tactics that have gotten the best results for the great majority.



Illustration 1 P. & A.

*Tom Poor of Kansas winning the high jump in the Penn Relays*

The illustration of Tom Poor of Kansas University, high jumper, winning at the Penn Relays with a jump of six feet three inches shows a good layout at the moment of going over the cross-bar. Note that Poor's hips are well raised. The flip in the air will turn him around so that his left shoulder will not



Illustration 2 P. & A.  
*Paavo Nurmi*

strike the bar as the jumper lands.

The above illustration shows the wonderful life and elasticity that characterizes the running of the greatest runner of all times. His high knee action and arm swing are to be found more often among sprinters than distance runners. Some have suggested that Nurmi alights on his heels. However, the writer after watching him both in the Olympic Games and in this country is of the opinion that he lands on the ball of his foot, although possibly his heel sometimes touches the track. In other words, he does not run so high on his toes as do many of the American runners.

One of the best races in the Drake Relays this year was that of the four mile relay. The Oregon Agricultural College team and Clyde Littlefield's team from Texas were easily the best of the several starters. Reese who ran last for Texas won the race for his institution by timing his pace and with a good sprint at the finish. Reese came into prominence in the National Collegiate Athletic Association Track and Field Meet in Chicago in 1923



*Illustration 3*      P. & A.  
Jim Reese of Texas

and this year seems to be at the top of his form.

Gosnell Layman, Athletic Coach at Columbus has contributed pictures four and five illustrating the form used by one of his high school men the first year and later after he had taught him the principles of the western form. Regarding Illustration four, he suggests that "It illustrates the chief difficulty of converted jumpers in using the western style, that is laying out straight across the bar. The first year I coached this athlete I didn't change him for he had won the State High

School Jump at Columbus, and didn't seem to like the idea of changing. But three days before my most important meet he slashed his left leg very severely, putting him out of both the high jump and low hurdles. The following year we changed his style and he cleared the same height in the jump and won second in the low hurdles at the State Meet. As this picture shows, he has not mastered the form but my worries about injury were at least eased."



*Illustration 5*

The athlete in Illustration five is the same one whose picture is shown in Illustration four. In the second study he is shown using the western style after his coach had changed his form. Using this style this year while a freshman at Denison University, he is showing considerable improvement.



*Illustration 4*  
High Jumper using his natural form

THE JOURNAL will gladly receive pictures of athletes in action and will present them to our readers for study. We are glad to do this for two reasons. First, the form studies are of value to students of athletic coaching, the second, since THE JOURNAL is more or less of a history of athletic development it is worth while to record not only the deeds of our best athletes but also picture studies of them in action. In years to come the history of our present day athletics will be of even more value than it is today.

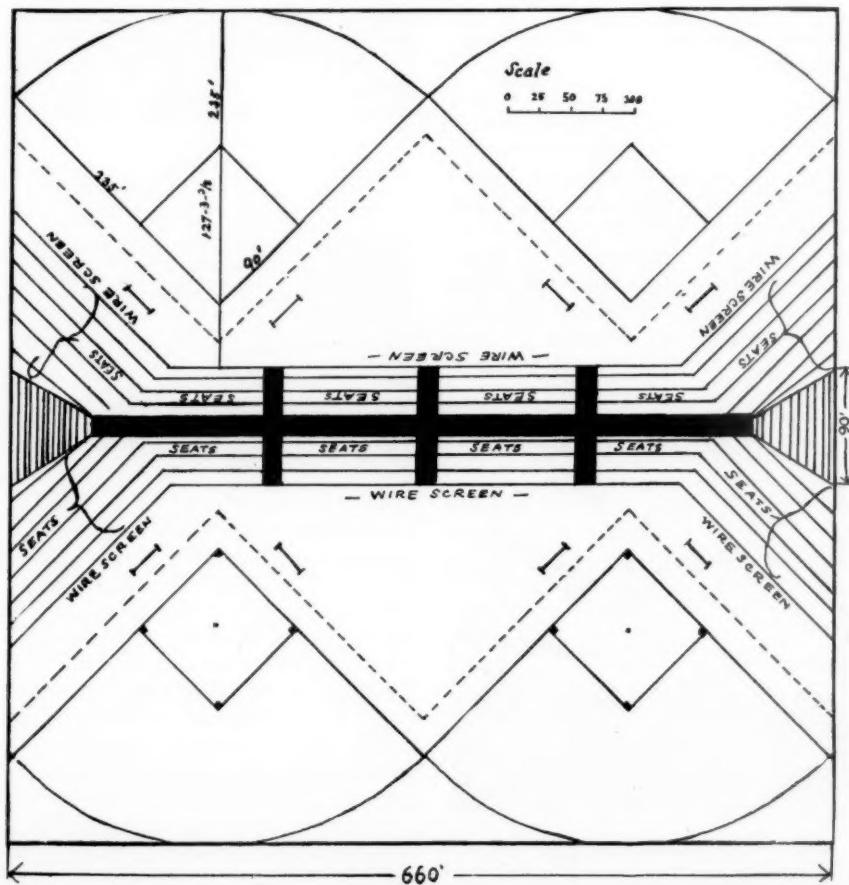
# FOUR BASEBALL DIAMONDS ON ONE ACRE

J. A. Addleman of the Wright & Ditson-Victor Company, San Francisco, Cal., has sent the Journal the following diagram suggesting a plan whereby four baseball diamonds can be laid out on one acre of ground. Mr. Addleman's scheme provides not only for four diamonds but also for stands with dressing rooms under the stands.

Many cities complain that baseball cannot be successfully promoted because there are not enough baseball diamonds available. In some centers kitten ball has practically replaced baseball. While the soft ball

game has its merits, yet we should stop and think about the future of our games if we do not save play areas ample enough to permit of our games such as football and baseball.

If baseball is allowed to become extinct because in the cities there is not playing space enough for a game that requires batting and running and if kitten ball is to become the game for this generation, then unless something is done kitten ball will eventually have to give way to a game that can be played in a smaller area than that required for the soft ball game.



# BASERUNNING

BY  
OTTO VOGEL

*Mr. Vogel was graduated from the University of Illinois where he won letters in both football and baseball. In baseball he was chosen on the All-American team. After graduation he played for two years with the Chicago Cubs, and is now head baseball coach at the University of Iowa.*  
—EDITOR'S NOTE.

Baserunning is one of the essential requisites to winning ball games but many school and college coaches do not stress the technique of baserunning enough.

A man becomes a baserunner, immediately when he hits the ball on to fair ground. He should run hard and look at the ball just enough to know what happens to it, so as to know whether to make the turn at first base or not. If he hits to the outfield, he should always make the turn and use the bag as a pivot. If the baseman is standing on the bag the runner should make the turn the best way possible, by using him as a pivot or any other way.

The runner should never slide to first, except to prevent running into the baseman, or when the runner is off balance, and he should not jump into the bag, because he might get hurt. Further, sliding and jumping into the base will slow up the runner.

## I. Things the Baserunner Should Remember:

1. The strength and weaknesses of the opposition. He should ask himself, does the catcher throw well, does the fielder field well, does the catcher drop many balls, does he shift so as to be in position to throw?
2. The number of outs. The runner should never steal with none out but should play safe.
3. The score. He should play safe when two or three runs behind.
4. The balls and strikes on the hitter.
5. The inning.

## II. Stealing Second Base.

With none out, and the score about even, the baserunner should play safe unless the catcher is very weak. With one out, it is a good time to steal and with two out it is the best time, because then a base hit will score the runner.

With a poor batter at the bat it may be just as well not to steal because if he strikes out then the next inning may be started with a good batter.

The runner must study the pitcher, from the bench and on the bases. Nearly every pitcher has a motion which tells whether he intends throwing to first or to the batter. If a man can read the batter's motion, he can get an extra



O. H. Vogel

step in his start to steal. The good baserunner gets a good lead, and is a good slider. He should be on his way when the ball is pitched.

It is the good baserunner who is sometimes caught, the poor runner never gets caught because he doesn't get his lead. There is no reason for getting caught, however, if a man does not intend to steal.

If the runner is caught off first at any time, he should always go to second and not try to get back to first.

### *III. Stealing Third Base.*

The man on second should never steal third with no one out. The only time to steal is with one out because, (1) a long fly will then score the runner from third; (2) a ground ball will score him; (3) a squeeze play will score him.

With two out, nothing but a base hit or an error will score the runner, so he is just as well off on second as on third base.

### *IV. Stealing Home.*

The runner on third should not try to steal home with none out or with one out. With two out it may be tried, if there are two strikes on the batter, if the pitcher takes a big windup and if it appears that the batter won't try to hit. The baserunner should always be out on foul territory, that is three feet out so if the ball is hit he will not interfere with the fielder or the ball.

### *When There Is a Man on First and Second.*

Under these conditions the runner should never steal with none out. The best time to steal is with one out because a hit will score a man anyway and if successful two men will score.

### *A Man on First and Third.*

With strong opposition under these conditions, the runner should play safe with none out, with one out, any time the man on first has a big lead; with two out he should go every time. The man on first goes to second, and if caught he

should jockey back and forth, so as to give the runner on third base a chance to score.

### *On Balls Hit to Right Field.*

A man on first should try for third unless he is a poor baserunner, or unless there is a good thrower in the outfield, or if the ball is driven hard to the outfield.

### *With a Man on Third.*

The runner should play safe on a ground ball and with none out. On one out he should go home unless the ball is hit right at the pitcher, third baseman or first baseman. With a man on second and third, the runner on third goes home on every ground hit ball because the man on second will advance to third on the play and be able to score anyway. He should start at the crack of the bat. If the ball is fielded fast and the man can't make home he should jockey back and forth until the hitter advances as far as he can.

### *On Fly Balls and a Man on First.*

The runner should advance as far as possible so if the outfielder drops the ball the runner can make second and if he catches it the runner can return to the bag.

With a man on second and in case of a long fly to right field the man if fast can make third. He should hold the bag if he makes it.

If a man is on third, the runner should hold his base and attempt to score. On a short fly he can take his lead because if the fielder drops the ball he can score. Otherwise he couldn't score anyway.

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Question: If a base runner steals second base on a foul tip must he return to first base because of the foul?

Answer: No. The ball is in play. A clever catcher might drop the ball if he saw that the base runner could not be caught. If the ball is dropped the runner must return to first base.

# The Educational Value of Athletics in Schools and Colleges

BY

DR. JOSEPH E. RAYCROFT  
Princeton University

*At the 29th Annual Convention of the Association of Colleges and Preparatory Schools of the Middle States and Maryland, Philadelphia, November 26, 1915, Dr. Raycroft gave an admirable treatise on the educational value of physical education. This was later printed in "School and Society." This was such a splendid statement representing the attitude of one of the outstanding leaders in physical education in the nation that Dr. Raycroft was asked if he would make any changes that he wished in the former article and then present it to the Journal readers. We are fortunate to be permitted to make it possible for the coaches and directors to add this article to their collections on athletic literature.—EDITOR'S NOTE.*

## Educational Value of Physical Education

The function of physical training has been well formulated by Dr. Hartwell, who says:

"Bodily exercise constitutes so considerable and necessary an element in all human training that it is entitled to be recognized and provided for as an integral and indispensable factor in the education of all children and youth. . . . It is at once a means and an end of mental and moral as well as physical training."

He says further that:

"Pastimes, out-of-door sport and systematic gymnastics are the forms of exercise which yield the best results in the physical training of children and college students. Plays, athletic sports and systematic gymnastics have all developed from one germ, *i. e.*, from healthful play; the vital energy of this germ is found in the universal and ineradicable impulse of all healthy young animals to play. In the athletic sports of young men we see the highest and fullest expression of the play instinct. They conduce to bodily growth and improvement, and their moral effects are of value, since they call for self-subordination, develop public spirit and cooperative effort, and serve to reveal and train the dominant characteristics and ten-

dencies as regards temper, disposition and force of will of those who engage in them."

We may go further and say that these activities make a strong emotional appeal and stimulate an intensity of interest that develop in the individual the habit of doing his best—of persistent effort. They lead, if rightly directed, to an all-round development that is otherwise unattainable. The boy who learns to control himself in hard situations, to play the game, and to act the good sportsman under trying conditions, is gaining an emotional control, an ability to subordinate himself, and a training in adapting himself to rapidly changing conditions that make for character. He gains a sound basis through experience for the development of confidence and the ability to lead. His emotions are trained, and their expression controlled, under fire—no one can lose his temper and continue to play well either in golf or in football.

If the foregoing statements are true, then the place and function of competitive athletics in an educational program are much more important than are commonly realized. We have allowed the professional promoter and sporting editor to emphasize the spectacular side of contests and the desire to "win at

any cost" to the exclusion of these real values to which I have referred. The constant tendency of such influences has been to debase and prostitute amateur athletics from an activity of great educational value to the level of a public spectacle with its attending circumstances of recruiting, hidden professionalism, and the spirit of "win at any cost."

A clearer realization of the intrinsic educational value of an experience in competitive sports will lead us to utilize these activities to the utmost during the school years and to make these opportunities available to every student who comes to us and who is physically capable of taking part in such a training. This means that we shall encourage in every legitimate way, not alone the five or ten per cent who may be able to make certain school teams, but every man in school to participate in some form of sport graded to suit his development and capacity.

#### Intercollegiate Contests

The history of competitive athletics in educational institutions is pretty well known. There was always a certain amount of informal game playing among the students, promoted here and there by sporadic organizations. But the first formal—compared with present day standards they were informal—matches were held less than sixty years ago. The first Princeton-Yale baseball game was played in 1867 and the first game of intercollegiate football was played by Princeton and Rutgers in 1869. Inter-collegiate contests in these sports became more frequent as years went on, and crew racing and track contests were added. These activities were organized and conducted by the students, and were favored or tolerated by faculties because of their value in stimulating healthful outdoor exercise and because they tended to lessen the expressions of youthful vivacity that were wont to take the

form of stealing the college bell, hoisting cows to the belfries, street fights with citizens of the town or the students of neighboring institutions, and so on.

#### Beginning of Faculty Control

Inter-school contests grew apace in number and in public interest; the "seasonal" professional coach made his appearance, bringing with him the migrant athlete and gradually other abuses crept in until the situation grew so bad as a result of disputes with representatives of other institutions, financial difficulties, and other circumstances that reflected upon the peace and good name of the colleges, that the faculties were forced about thirty years ago to take cognizance of the situation and to make certain modifications in the conduct of these activities.

But at that time, and even to the present time, most educational authorities have failed to realize the inherent educational values of competitive sports and games and to devise a method of organization and control that would make their good effects available to the great mass of students. Instead faculties commonly took the position that these activities were nothing more than boys' play to be tolerated for their physical training values and for their function of developing college spirit and advertising the institution. As a consequence, their efforts at control were restrictive and were designed to meet some of the more flagrant abuses. As a result of the failure on the part of the faculties to adopt a constructive policy, there gradually grew up, along with the newspaper notoriety and increased public interest, a tendency toward over-specialization, recruiting, financial extravagance, and the many other evils against which we find ourselves fighting today.

The student who is prominent in athletics is apt to get the conviction that his institution owes him much more than it really can repay, for

his services in winning victories and bringing prestige to her name. This idea has been favored by the attitude of the educational authorities who are wont to assume an air of tolerant resignation toward these things, or who even take an active part in supporting the students' position by permitting or cooperating in the offering of inducements to prospective students.

I am aware of the fact that a successful movement has taken place in a number of educational institutions to check these tendencies and to correct some of the more flagrant abuses. But so far as I know there has been no concerted, effective effort to readjust our scale of values and to bring another point of view to the attention of students and alumni.

Under these conditions it is small wonder that athletes press for extra sweaters, expensive accommodations, vacations in term time at popular resorts, expensive personal trophies and the like, permission to be absent from classes both for trips and for practice, or for personal convenience on any basis. These habits have grown up as an expression of the feeling that the institution "owes them something" for contributing to its fame by bringing her renown on the athletic field. The athlete fails to realize that he owes his institution a greater debt than he can repay for furnishing him the opportunity of representing it in ways that are in themselves pleasant and that bring him distinction among his fellows.

It must be recognized as a biological fact that the adolescent animal of any species naturally holds in higher esteem honors which represent preeminence in physical achievement, plus brains, than he does purely intellectual attainment, which is instinctively regarded as of secondary importance during this period of rapid bodily growth and development. Naturally then the

normal boy is not only attracted to those activities that lead to honors on the athletic field, but he goes into the contest for the sheer joy of conflict and learns much and develops rapidly in an all-round way in the physical strain of striving. When the chance of winning the honor of representing the institution or the group in contests with other teams is added to the natural desire to take part in competitive activities, which is strong in every normal boy, the stimulus is very greatly intensified. If this is a fact, as I think it is, then we should make adequate provision for the average boy to indulge in such activities, and should conduct and supervise them in such a way that he will get from them the educational values and ethical training that are inherent in competitive sports.

#### The Semi-Professional Athlete

If our reasoning so far is reasonably sound, then the question of professionalism and summer baseball must be considered from the point of view of the average fellow and the educational ideals of the institution as well as from the point of view of the student who has become a professional in any game. The problem has been discussed pro and con for years. One of the favorite arguments of those who maintain that a man who has played baseball for money should not be debarred from representing his institution on its ball team, is that the money is honestly made and should no more be held a reason for making him ineligible than though he had made money by waiting on table or driving an automobile. It seems to me that the acceptance or even tolerance of this position shows a lack of discrimination and ability to judge true values on the part of those who are responsible for educational standards and policies. If our athletics in schools and colleges are to be conducted and governed

(Continued on page 42)

# ATHLETIC JOURNAL

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John L. Griffith, Editor

## WHY DRAW THE LINE ON PROFESSIONAL ATHLETICS?

We have in this country two conceptions of athletics. The one is expressed in terms of the heavy weight wrestlers who put on exhibitions throughout the country night after night and year after year. The purpose of these exhibitions is to entertain the spectators and thereby make money for the principals and managers. Professional baseball is without doubt the cleanest professional game that we have. Yet it is conducted as a show. It is a legitimate show and it provides recreation for thousands of Americans who enjoy watching a spirited exhibition in the big league parks.

Then there is the other idea of athletics, namely that commonly set forth in our school and college contests where the primary object is to provide athletic training for the good that may be gotten from such training by the players and by those who are stimulated by the contests to emulate the example of the physically superior.

Every sensible man will agree that the schools and colleges should not employ their athletes and that the school and college athletics should be conducted because of the benefits which accrue to the students in general. If this is true then somewhere a line must be drawn between professional and amateur athletics. It is not easy to make a distinction that will be satisfying to all. Recently the captain of a Harvard football team has urged that college athletes should be permitted to play for money during vacations and there are a great many who do not see the justice of permitting college artists, college actors, college singers, college orators from accepting professional engagements without jeopardizing their amateur standing in college. Of course, those who raise this point fail to see that artists for the most part are not engaged in highly specialized competitions nor are college poets or newspaper workers. In athletics we have the notion that a man who has had professional training has an advantage over the one who has not. Consequently in the interest of equal competition we insist that the professional shall compete with the professionals and the amateur shall not be required to match his skill against that of the man who has made a business of sport. When we use an extreme illustration it is easy to show that this principle is sound. For instance, if Babe Ruth were to decide that he wanted a college education and were to enter one of our universities and thereafter were to compete against college boys who had never played professional baseball, the sport loving public would feel that somehow or other this was not fair competition and would object to Ruth's participation in baseball under the above mentioned conditions. Where a boy, however, only plays a few games of professional baseball it is hard for the general public to understand why

he should be barred from competition in college athletics. The answer is that the line must be drawn somewhere and probably our school and college authorities have drawn it at the right place. The border line cases are always troublesome. Minor infractions of the law cause the trouble in the courts. The schools and colleges will do well to hold to a strict interpretation of amateurism even though a few technical violators of the rule may suffer. The public further should be informed that the college does not forbid a boy from playing baseball for money but it gives him the choice of playing professional baseball or amateur baseball. Some would say that we have no right to set up this arbitrary bar. Perhaps this is true, but we have established other barriers such as those of the residence rule, three years participation rule, the migratory rule and the scholastic rule. If the man who is prone to criticize the colleges for attempting to uphold an amateur rule will attempt to write a rule for our guidance in most cases he will propose a rule that is not very much different from the one that is now commonly in use.

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## NATIONAL AMATEUR ATHLETIC FEDERATION AIMS

The Journal has on different occasions mentioned the National Amateur Athletic Federation. The schools, through the National Federation of State High School Athletic Associations, and the colleges, through the National Collegiate Athletic Association, are members of the N. A. A. F. It may be well at this time to suggest the purpose and aims of this conference of national bodies.

Colonel Breckenridge in the President's address before the second annual meeting of the N. A. A. F. December 31, 1923, stated the Federation aims in clear cut and decisive words as follows:

"From the first the Federation has been actuated by only one motive. To serve the Nation. The chosen field of this service is physical education, wholesome recreation and amateur athletics. The call of this field is indeed to build sound bodies for the boyhood and girlhood, the manhood and womanhood of the country. But it is much more than that. The watchwords of the Federation might well be 'Sound Bodies, Brave Hearts and Chivalrous Spirits.' We do not seek the creation of sound bodies as an end in itself, but because a sound body should be the vehicle of a sound mind and the instrument of a chivalrous spirit in the performance of the tasks of life and the clean and patriotic service to the community and country. Physical prowess, in and of itself, is not necessarily a beneficent end. The gladiator of Rome was the acme of physical efficiency, but his accomplishment was to aid in debauching an entire populace. We are not partisans of the exploitation of the young manhood and the young womanhood of our people as a commercial enterprise on the athletic field in the name of amateur sport. We are concerned with building up the bodies of the rank and file of the people, with stimulating wholesale recreation, and inculcating the ideals of sound sportsmanship. We believe that the field of recreation and play is a fertile field for sowing the seeds of good citizenship. It is there we can teach honesty, fair dealing, team work, self sacrifice, modesty, patience, courage, and the chivalrous spirit of appreciation of the virtues of our fellowmen, irrespective of riches or poverty, creed or race. It is in the true spirit of sport that class barriers break down, racial and religious differences are forgotten, and hatreds disappear. We are not enlisted in a contest for power but in a campaign for service."

Colonel Breckenridge's statement sets forth an ideal which should stimulate and encourage those who are training the youth of America through the medium of athletics.

## COACHING SCHOOLS

A few years ago men did not prepare themselves to serve as athletic coaches and directors. The college athlete, who possibly had experience only in one event or position, was the one chosen to act as athletic coach or director in a high school or college. The result was that the coach learned at the expense of the institution that employed him.

Today this condition is rapidly changing, due to the growth of coaching schools and the effect upon athletics throughout the nation is already apparent. Time was when a coach guarded jealously his knowledge of the technique of athletics. Today our best coaches generously pass on the things that they have learned in their school of experience to the other coaches.

Many coaches plan each year to spend part of their summer vacations in coaching schools. These are the men who will advance and are advancing in their profession. The men who attend some of the coaching schools become acquainted with other men in the coaching profession with whom they exchange ideas. Further, they not only get ideas from the lectures and the field demonstrations, but gain confidence through the fact that they frequently find that many of their methods are recommended by the leading coaches.

The men who are conducting coaching schools today have not been motivated by a commercial urge but rather have endeavored in an unselfish manner to help the game by helping the men who are responsible for the future of the game. Coaching is a dignified and worthwhile profession, the standards of which have been immeasurably improved by the coaching schools that have been conducted by the leaders in school and college athletics.

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## PLAY THE GAME ACCORDING TO THE RULES

A baseball player hit a line drive into left field that was possibly good for two bases. The umpire watched the ball and neglected to watch the player who cut first by several feet and went on to second. The crowd immediately roared its disapproval of the unsportsmanlike play of the runner. Even the supporters of the batsman's own team disapproved of his tactics because baseball like all other games must be played according to the rules, otherwise there is unequal competition and unequal competition is not sport.

Now and then someone violates one or more of the athletic rules that pertain to the competition of athletes outside of the game or contest. These rules are necessary in order that there may be fair play and equal competition just as much as the playing rules are a prerequisite of the game itself. Some persons, however, will talk about these matters among friends but will not come out in the open and help the game by assisting in punishing those who traduce the good name of sports. This is not as it should be. Sportsmanship is the code of gentlemen and if a man cheats at cards, lies about the number of golf strokes he takes in the bunkers or represents himself to be an amateur when he is a professional the good of the game demands that these facts should be made known.

An organization that claims control over several sports in

America has recently censured and held up to ridicule a man who had the courage to suggest that possibly certain men who were competing under the management of this organization had violated one or more of the latter's rules. Sports governing bodies should welcome information which will help the officers in conducting their activities on the highest possible plane and in ridding it of those who do not observe the organization's rules. If an organization wields the big stick on those who attempt to assist in keeping amateur athletics clean then that organization sinks in the scale. College conferences and high school athletic associations should take the attitude that they will thank those who will assist them in the complete and full administration of all athletics not only those that pertain to the playing rules but also those that affect the code that governs beyond the playing field.

## GOVERNMENT IN ATHLETICS

Mr. Harry F. Atwood, originator and founder of "Constitution Week," has rendered invaluable service in selling the United States Constitution to the people of this country. One thought which he has emphasized is that this government of ours is not an autocracy and neither is it a democracy. It is an experiment in representative government which is a form of government which is neither autocracy nor a democracy. He illustrates the idea of democracy by suggesting that if the spectators at a baseball game were permitted to select the players of the two teams and if the umpire refrained from making a decision until the bleachers cast a referendum that we would have pure democracy in baseball.

Of course, we have nothing like that but instead have a type of representative government. Namely the coaches and managers are the constituted authorities to whom are delegated the powers of selecting the teams; the umpires are the judges to whom are delegated the right and the authority of making decisions. Here is a point that may well be stressed for the good of our games. Namely, we would not get far if everyone interfered with the coaches in the management of the teams. Neither will we have the highest type of games if the coaches, players or spectators refuse to abide by the decisions of the duly appointed judges, namely the officials. This point is worth keeping in mind. Sometimes the coach who objects the loudest if anyone interferes with his part of the game cries the most if the officiating is not to his liking. The coaches cannot expect to have delegated to them both the power of selecting and managing the teams and the right to sit in judgment on the judiciary.

## THE N. C. A. A. MEET

The National Collegiate Athletic Association Track and Field Meet which will be held this year on Stagg Field June 13th should be the national meet in every sense of the word. There are reasons why this meet has proven popular with the track coaches. In the first place, only athletes who have won distinction in their sectional meets are eligible to enter. In the second place, the profits of the meet are pro-rated among the competing colleges. In the third place, every college has a democratic part in the administration of the meet.

# BASEBALL AND BASKETBALL

BY

JAMES N. ASHMORE

*Mr. Ashmore has had twenty years' experience as an athlete in college, in professional baseball and as a college and university coach. He has been editing a department of the Journal devoted to baseball and basketball and will conclude his series with the June number. If you have any problem connected with baseball write to Mr. Ashmore and he will gladly give you his advice.—EDITOR'S NOTE.*

Mr. J. B. Sheridan, a prominent sport writer and a man who has done some fine work by assisting St. Louis boys to learn the game of baseball maintains that boys acquire bad faults in technique in their scrub games at the very start of their careers. He states that the boys play with a ball too large and too heavy for them, and hence are soon throwing unnaturally. They use bats that are too big and too heavy so do not acquire a natural batting form. Small boys play their games on a regulation sized diamond which calls for longer throws than they are able to make.

Much is said and written about form in golf but we do not have any standards for the technique of our national game. Every boy seems to assume that he can just naturally play baseball without considering whether there may be right and wrong ways of throwing, batting and catching the ball. A few of the technical faults of high school and college players might be enumerated.

Most candidates who report for positions on college baseball teams are woefully lacking in the fundamental technique of the game. A large majority of the men do not know how to throw properly, they make batting difficult by employing complicated mechanics in their attempt to hit the ball and they "fight" the ball when attempting to catch it. Infielders do not play bounding ball to their advantage but get to the ball at a point where it is most difficult to handle it.

Most articles on baseball discuss the tactics and strategy of the game while little has been written about the fundamental mechanics or technique for the several features of play.

A baseball coach may discuss and explain to his players the tactics commonly accepted that bring the best results. He may control to a large extent the tactics of his team during the progress of a game, but to break an individual player of his mechanical faults requires time. The player must break himself of his wrong habits and acquire new methods which are often difficult.

The coach selects the men for his varsity squad by naming the players who seem to have the most natural ability. He then devotes attention to the individual player in an effort to eradicate faults and to teach the men to displace wrong mechanics by right methods. A baseball season is short so it is out of the question for a coach to spend a great amount of time upon instruction to individuals for he must of necessity devote considerable time to team play both offensively and defensively.

Our college and high school teams would unquestionably play a better grade of baseball if the players were taught to throw, to catch thrown and batted balls and to bat. Take the matter of throwing. A small percentage of baseball candidates use good mechanics in throwing. The overhanded throw is used more than any other and all players should be taught the proper way to make this

throw. The mechanics for all throws are the same. A player should realize that a throw is not made with the arm alone but that the arm and body should be co-ordinated properly in any throw. An exaggerated example of poor mechanics may be noticed in a player who attempts to throw with his right foot in advance of his left foot. A player should adjust his feet for balance and use his body in conjunction with his arm. Pitchers and outfielders follow through on throws more than other players but all players should use the follow through principle even though in not such an obvious manner. The follow through will break a catcher of the fault of jerking his hand back from the ball at the instance he releases it—commonly called pumping the ball. The throw will be more accurate and stronger if the player gets into it instead of pulling back from the ball.

Infielders who are too careful with their throws often develop the bad habit of holding onto the ball too long in their effort to be accurate. This may cause them to throw short because the ball thus is pushed rather than thrown. When a player shows this tendency the coach should tell him to relax and throw in a freer manner. Players should strive for accuracy rather than speed in their throws. This applies particularly to infielders.

A common fault among catchers is that they catch all varieties of throws with the finger end of the mitt turned upwards. Many catchers do not shift their feet for wide throws but merely reach for the ball. Too often catchers fail to catch the ball and at the same time shift to a throwing position. Time is lost when two distinct movements are made rather than one continuous action of catching the ball by a sweeping movement that secures the ball and places the catcher in position for a throw.

Many first basemen use only the right foot to touch the base on thrown ball. A little thought and practice will enable a man to shift and use either foot in touching the base.

First and second basemen should not play ground balls too fast. They should get in front of the ball and be careful to stop it, then in case of a fumble they can usually retire the runner. The fact that second is close to first base is the reason why the second baseman should "play it safe."

A common fault among shortstops is that they do not play the bound of the ball correctly. Because of the long throw to first base a shortstop can seldom fumble the ball and then retire the runner. For that reason he should play the ball and never allow it to play him.

With a runner on second base the shortstop and second baseman should play nearer the base than when it is unoccupied. As the pitcher delivers the ball the two players may move to their normal positions. Their action should be similar to that of a base runner who takes a lead on the pitch. These two infielders may hold up the base-runner and still protect their fielding territory by such tactics. Too often the men playing these two positions set themselves in their normal positions and are not able to assist the pitcher in holding up the base runner.

Third basemen are prone to take set positions as the pitcher delivers the ball and hence are often late in fielding a bunt. When a man is caught flat-footed he is usually too slow with his throw. The fielder should not get set but should take an easy step forward as the ball is delivered. Some third basemen fail to return to the base immediately after fielding and throwing the ball.

Outfielders sometimes make the mistake of always catching the ball with the fingers turned upwards.

(Continued on page 40)

# "PERCENTAGE BASKETBALL"

BY

R. H. (BOB) HAGER

Basketball Coach, Oregon State Agricultural College, Corvallis, Ore.

*Coch "Bob" Hager has just completed his third year as Varsity Basketball Coach at Oregon State Agricultural College. He has an enviable record for these three years. The first year his team lost just one game more than the winner of the Pacific Coast Conference. The last two years his team has won the Pacific Northwest Conference Championship and this year in addition to the Pacific Coast Conference, Northern Division Championship.*

*Coch Hager's college days were spent at the University of Nebraska. He did his first coaching at Lincoln High School, Lincoln, Nebraska, where he turned out a State Championship team and set a defensive record no tournament winner has ever duplicated. Out of all teams met in this championship tilt where 162 teams were entered, only two teams were able to score a single field basket against them. The Oakland (California) Golds under Hager won the P. A. A. Championship and rated as the "biggest little team" in the country. They averaged 56 points per game on a schedule which called for 37 games, each of which fell in the win column.—EDITOR'S NOTE.*



The name "Percentage Basketball" was coined by a Pacific Coast Sports writer in an attempt to describe my particular system of Basketball. The

name seemed to describe fairly well the style of play and this name has therefore been adopted.

I do not claim that "Percentage Basketball" is the best basketball in the world, but just a little different. For me, at least it has proven very effective. I have used this system just two years and have won the "Pacific Northwest Conference Championship" both years and the "Pacific Coast Conference Northern Division Championship" in addition this last year.

This system calls for a very strong defense but my system of defense is not new, in fact, it is the same that I used while coaching at Lincoln High School where I had my first championship team. I will only state that it is a five man defense of the man to man type covering only the dangerous half of the court. I feel that if my defense is unusually strong for this particular

type it is because of the individual attention I give my players. Goal tight psychology I have found proves most effective when applied to the individual.

My offensive play is decidedly different from the well known systems of play and I hope will be of interest to other coaches. I have read many books on basketball and studied the systems of our best known coaches. They have been extremely interesting and have taught me much. I hope that my chapter on "Percentage Basketball" will interest in turn some of these writers.

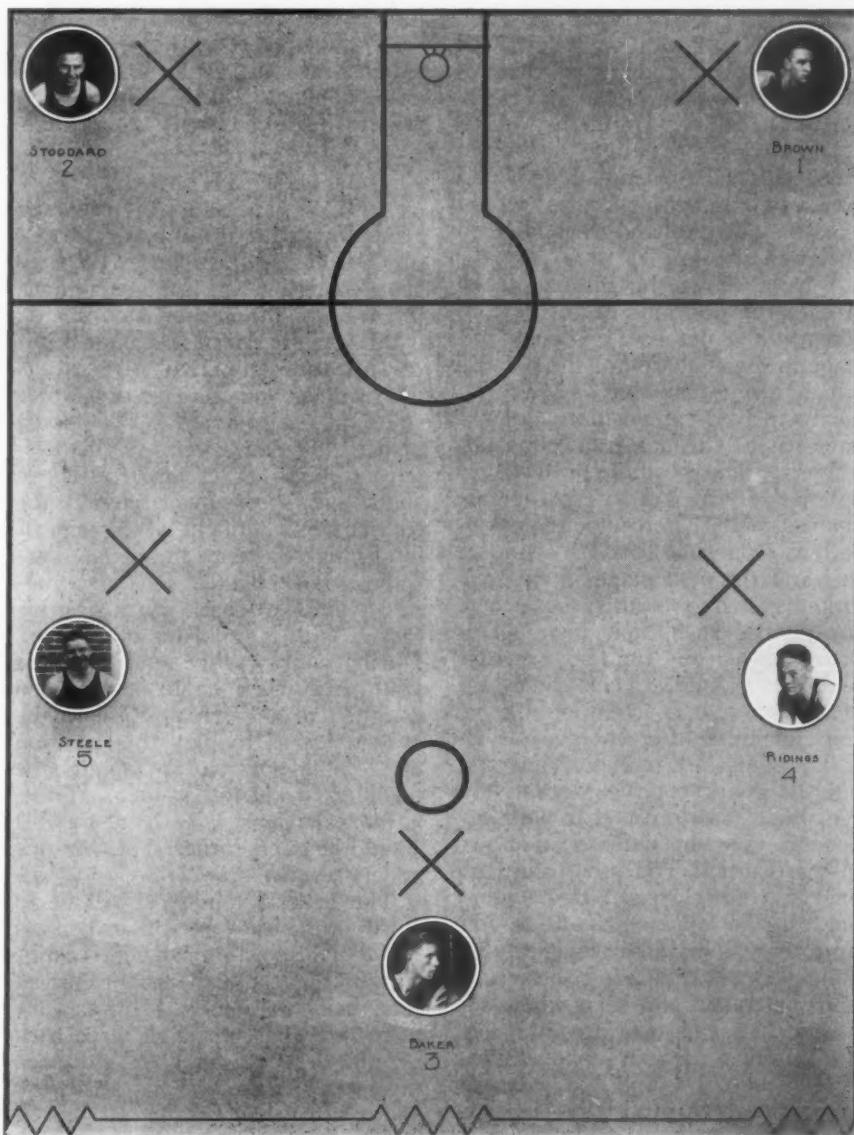
It always makes a coach popular with the fans whether it be in football or basketball to state occasionally that he believes in fundamentals. I am a firm believer in fundamentals. I am more sincere than some of the rest of my clan in this perhaps because without a mighty thorough knowledge of dribbling, pivoting, feinting, passing, front turns, stops, and shooting my system would not bring results: Some teams which play "slap stick" basketball have finished high up the championship ladder and have often won championships, without any real careful knowledge of fundamentals, by means of super-human effort and fight, but fewer

championships are won by such teams each year.

In "Percentage Basketball" five men must know how to handle the ball well and how to out maneuver an opponent. This style of play is an open game. The five players are placed as shown in the diagram.

The players thus placed are far enough apart so that no one man of the opponents can cover two of offensive men. The territory under

the basket is cleared by making the other positions just out of this territory dangerous. Position No. 3 is known as the pivot position and should be occupied by a man who can dribble well, feint well, pass well and who is a good general. This position on a court 50 x 90 should be about a yard back of the center circle. The two men at the left and right of the pivot man should be placed about six feet ahead



of the pivot man. This gives the pivot man a little more room in case he attempts to break around his guard with a dribble. The men in these positions should be your two fastest men who have mastered the lay-in shot as well as the short two-handed shots from around the foul circle. Position No. 1 is occupied by your tallest man, usually the center. He must be a good corner shot and a dangerous man under the basket in close-up shots and recovering the ball from the back board. No. 2 can well be a tall man of the same ability as that required of the man in the other corner of the court. He might well be a man who is accurate on lay-in shots with his left hand. This would give you corner men who would have the outside hand to shoot with on lay-in shots.

I have shown by means of the crosses the positions of the opponents on the defense. This is one stage in the evolution of the defense which all teams which have ordinarily played a position defense have passed through in meeting our offense. The position or territory defense is very easy to operate against with "Percentage Basketball." Opposing coaches soon see this and the next stage in the evolution is a man to man system where the guards rush their men. This proves disastrous for they are easy to break around. Then comes the next step in the evolution of defense against "Percentage Basketball." This is a man to man type, but the guards play conservatively. Assuming, therefore, that your opponents take the defense as shown in the diagram, you now have each one of your players pitted against one of your opponents. It is now up to each individual player to outplay his opponent. After these positions are taken you keep possession of the ball and take advantage of the mistakes of your opponents on defense. No. 4 and No. 5 watch their guards for mistakes in their

guarding such as following the ball with the eye when it means losing sight of the man they are guarding, over guarding or over charging an opponent or throwing the weight of the body too far to one side or the other to check a feint to dribble or break by. Many very good guards will trail a man closely while he is breaking in to the basket but will loaf a little as a man rushes out again. A well timed pass may reach the offensive man as he comes out to the foul line after a run under the basket and thus he either gets a fairly safe shot or he fakes a shot and dribbles around the guard who now rushes to cover up his mistake.

The corner men most of the time play out wide. If, however, No. 4 or No. 5 succeeds in breaking around his man and the men guarding the corner men leave them to keep No. 4 or No. 5 from taking a lay-in shot, the corner men should break straight in to the basket to receive a pass from No. 4 or No. 5 who under these circumstances stops on the foul line. We do not plan to take long shots in this system of play. We play for lay-in shots and shots from around the foul circle, where the percentage of hits is high or hence the name "Percentage Basketball." It is a specialized type of offense. Each position carries with it problems of its own. During your practice hours see that your man when he has once been assigned to a given position in the system learns to play this position and does not worry about the troubles of the other men. There is no real reason why Nos. 4 and 5 should be good corner shots but one and two must be.

The general tendency will be to work too fast. A good floor general in the pivot position can control this. Corner men should learn to break into their positions as soon as your team gets the ball. The three back or middle court men should keep possession of the ball and be always

(Continued on page 39)

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# RULES CHANGES

BY  
JOHN L. GRIFFITH

This article purposed to give the main changes in track and field, football and basketball rules for 1925. No attempt is made to suggest the exact wording of the rules. The Track and Field Rules Books are on sale and the Football and Basketball Books will be ready for distribution in the fall.

## TRACK

The Rules Committee makes suggestions which are not binding as rules. The coaches should bear in mind that the suggestions made under the rules and the chapter, "Questions and Answers," are only in the nature of suggestions and that only the rules are binding.

A suggestion was added to *Rule 2* as follows: "In arranging heats it is recommended that care shall be exercised in seeing that the best men are not drawn in the same preliminary heat."

Under *Rule 3*, "Claim for Record," the following suggestion has been added: "Claims for college records should be sent to Mr. A. A. Stagg, Chairman of the Records Committee, University of Chicago, Chicago, Ill. Record blanks will be furnished on request. Claims for interscholastic records should be sent to Mr. C. W. Whitten, Chairman of the Interscholastic Records Committee, DeKalb, Ill." There has been a crying need for an Interscholastic Records Committee for many years. This year the National Federation of State High School Athletic Associations accepted the responsibility of passing on interscholastic records in the future. This Committee has announced that it will start with records which have been accepted in the past and will then receive any claims for new records that may be sent in.

The suggestion under *Rule 4* was changed to read: "The Referee shall,

if possible, see that no man be compelled to run more heats than another to qualify for the final heat." Further, this Rule now provides that the Referee shall appoint one of the inspectors Head Inspector. This is desirable because it centers authority in one man. The Head Inspector stations his men after consulting with the Referee at the beginning of the meet and besides, is responsible for seeing that the hurdles are properly set, records the number knocked down in a race, etc.

An important change is made in *Rule 14* which provides that "there shall be three time keepers and one substitute time keeper for each track event. The substitute timer's time shall be taken only if for any reason one of the timers fails to record the time of the event." In important meets sometimes more than three timers officiate and in case of records the question always arises as to what watches should be considered as official. This rule makes it clear that only the three official watches may be read unless one of these fails to record the time, and in that case the substitute timer's watch shall be considered as official.

*Rule 20* now provides that "in case of an unfair start the Starter shall recall the starters by a second pistol shot. The Starter shall not discharge the pistol while any competitor is in motion after the order is given to get set. If he does fire the pistol and then recalls the starters no penalty shall be inflicted upon any competitor for making a false start." The Rules Committee believes that the Starter is at fault if he fires the pistol when a man is in motion, and in that case the contestants shall not be penalized. If the men on the starting mark are

nervous the Starter should call them up and attempt to steady them and then send them back again to their posts. If, however, he fires his pistol when one of the men is in motion, he should not set the athlete in question. If a runner breaks before the Starter can call him up or before he fires the pistol for a start, then the Starter has no other alternative under the rules but to set him.

In *Rule 21* the penalty for starting before the signal in indoor races of fifty yards or less is to be one foot for first and second offences and for indoor races of fifty to seventy-five yards the penalty for starting before the signal shall be two feet each for the first and second offences and of course, for the third offence disqualification.

*Rule 22* was changed to suggest that the courses for the dashes should be marked out with lime and

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not with stakes protruding from the ground.

In *Rule 26* the following suggestion has been added: "Where preliminaries are held the day preceding the meet it is desirable that no trials be held on that day in the high jump and pole vault, but that the preliminaries and finals for these two events be held all on the same day."

The rule on the hurdles has been improved by making it clear that hereafter in hurdle races of seventy yards or under a competitor shall be disqualified if he knocks down two or more hurdles. Of course, in races over seventy yards a competitor is not disqualified unless he knocks down three hurdles.

In *Rule 29* a suggestion has been made that one of the pole vault officials shall be responsible for catching the poles for the competitors and thus, team-mates or others will not need to catch the poles for any of the vaulters. If this is carried out it will possibly save considerable confusion and prevent misunderstandings.

The wording in *Rule 30* on the broad jump has been changed and it now specifies that the scratch line shall be the outer edge of a joist eight inches wide and at least three feet long. Further, the measurement of a jump shall be made at right angles from the nearest break in the ground, either in the pit or on the outside of the pit.

*Rule 32* now specifies that the hammer throw circle shall be sunk flush with the ground and provision is further made that if the wire breaks during a trial that the trial should not be considered a throw.

In the interest of uniformity, *Rule 33* on the discus has been edited so that the regulations regarding the circle will be the same as those applying to the shot, namely, that the circumference of the circle shall be marked by an iron, wooden or rope band sunk flush with the ground.

*Rule 34* regarding the manner in which the javelin may be held is important. A great deal of discussion has arisen in the last few years regarding this point. The rules now specify that "the javelin must be held by the grip at the moment when the throw was executed and no other method of holding is permissible." This does not mean that the contestant may not steady the javelin with his left hand (if he is right handed) just so long as the javelin is held properly by one hand at the moment when the throw is made.

Attention might also be called to the fact that the new rule specifies that in the javelin throw the throw shall be measured at right angles from the ground at which the point of the javelin first strikes the ground to the scratch line or the scratch line extended.

Formerly the rules did not make it clear whether or not in a relay race a runner might start back of the sixty foot zone and run up the track with his team-mate who was finishing his relay distance and receive the baton within the zone. The 1925 Rules make it plain that "no member of a relay team may run outside of the zone before receiving the baton."

#### FOOTBALL

Important changes suggested by the Football Rules Committee are as follows:

(1) The kick-off this year will be made from the forty yard line as formerly.

(2) In the case of blocked kicks it is suggested that if the ball does not cross the line of scrimmage it shall belong to the side which recovered it. If, however, the kicking side recovers the ball it shall count as another down. If the kick is only partially blocked and crosses the line of scrimmage it is proposed that it be not considered as having been blocked.

(3) The Committee proposes an important change affecting off-side

penalties by providing that when the defensive team is off-side it shall be penalized five yards but the offensive team, under these circumstances, shall not be given first down as formerly. That is, the down will remain the same unless the yards gained on the penalty are enough to make it first down.

(4) It is further proposed that doctors or trainers who wish to come on to the field to assist injured players shall be required to report to the Referee and to receive his permission before coming on the field. In most sections of the country this practice has been followed in the past and it is well that the rules now make the practice uniform.

(5) The Captain of the team winning the toss hereafter may choose to receive or kick in addition to selecting the goal which he will defend. (6) Formerly on clipping the Captain of the team against which the offence was committed could elect to take a fifteen yard penalty from the spot where the foul occurred or from where the ball was put in play. This year the rules will provide for a twenty-five yard penalty from the point at which the clipping occurred.

The football rules changes fortunately are not radical and those mentioned above on the whole should help the game. No doubt, the Committee before the final printing of the Rules will edit them so as to clear up some of the misunderstandings that have occurred in the past.

#### CHANGES IN THE BASKET-BALL RULES FOR 1926

BY

DR. WALTER E. MEANWELL

The Joint Basketball Rules Committee met in New York City April 9, 10 and 11 for the annual consideration of the rules. But few changes of consequence resulted and the major part of such changes



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as an infraction of a rule which does not involve a free throw.

Rule 8, Section 5, will state that after an illegal free throw has been made and also after the ball has lodged in the supports of the basket, the ball shall be tossed up at the 15-foot mark instead of at center, as formerly. A more important change, Number F of Section 5, will state that after all technical fouls the ball shall be tossed up at center. Number G of Section 5, will state that time out shall be taken after all technical fouls. This section will also state that it is technical foul for the center jumper to leave the circle before the ball has been tapped.

Rule 8, Section 6, will state that the referee shall blow his whistle when he puts the ball in play at center *as the ball leaves his hands*.

During the past season several Western Conference games and numerous other games were won owing to confusion as to which team properly possessed the ball out of bounds. One team would secure the ball and go on offense only to have the official declare the opposing team the true possessor of the ball. A number of times the sudden change in the possession of the ball resulted in an easy basket being secured owing to the mix-up. To prevent such occurrences, the new rules will state the referee shall call the possessor of the out of bounds ball clearly and shall delay the game temporarily in case of a misunderstanding as to the ownership of the ball out of bounds and not permit the play to continue until both sides are ready.

Another statement which will appear somewhere in Rule 10, will state that when a player in possession of the ball commits a violation and the whistle is blown, he must pass the ball *to the official* and not to an opposing player, or throw it on the floor, or elsewhere. Penalty, personal foul. This ruling is to prevent a boy from throwing the

ball out of play so as to delay the game to enable him to go on defense after losing the ball following violation.

Section 3, Rule 11, will state that neither team may practice with the ball during a time out or other delay of the game.

Rule 14, Section 8, will state a change of considerable importance in that it does *not* require a player jumping for a ball to retain his hand in contact with his back. It will also state that if a jumper leaves his center circle before the ball is tapped a technical foul will result.

**SPECIAL ATTENTION:** The most important change of all has to do with the *elimination of the goal zone* and therefore of the ruling which gives two free throws as a penalty to the man who is fouled while in possession of the ball within 17 feet of the End Line. For 1926 there will be *no goal zone* and the line through the free shot mark should be removed from the floor. There will be no two shot penalties following a foul on a man in possession of the ball, anywhere on the court, unless that man is *in the action of shooting*. In other words, we go back to the rule of three years ago. A man who is fouled while in the act of shooting will be granted two free shots regardless of his position on the floor at the time he is fouled.

It is well to discuss the reason for this change: From the time of the early suggestion of the zone, the Eastern teams on the whole, vigorously fought the adoption of the zone and of the two shot penalty for fouls made within it. Western basketball men on the contrary were strongly in favor of the zone, therefore the Easterners finally accepted the suggestion and the zone rule went into effect two years ago. Following a year of experience with the zone, the Eastern men were more opposed to it than ever, because they found that in their section it led to the wholesale use of

a fast dribble into the guards when in the zone region for the purpose of securing fouls. In fact, this style of play became in the East one of the best methods of scoring. The Western teams were at first slow in taking this rather unsportsmanlike advantage of the rules and on the whole the zone worked advantageously there for a year, but a change to the dribble game became quite evident among the Western teams the second year of the rule so that when the Rules Committee met last April, the zone had no friends in the East and fewer in the West than formerly. It was felt that the foul zone and the two shot penalty for a foul within it, was leading to the establishment of an individualistic rather than a team, style of play, in which the dribble was attaining an undue prominence to the detriment of fast passing team play. In further elaboration of this rule, the term, "in act of shooting," will be

(Continued on page 40)



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## CHATS WITH COACHES

Judge George W. Wood, formerly Juvenile Court Judge of Iowa, has been quoted as saying:

"Of the thousands of youngsters who have stood before me charged with some criminal offense, not one was an athlete, a boy who indulged in healthy outdoor sports. When the fishing rod replaces the six shooter as the toy of the child, danger of criminal development is ended."

In this connection the *Chicago Daily Journal* recently carried the following editorial:

### *Crime Prevention*

"The Playground and Recreation Association of America publishes figures from many cities to show that it pays to give boys a chance for harmless fun.

"In Schenectady, N. Y., juvenile offenses in six wards were cut 69 per cent by the opening of playgrounds and other recreation measures. In one part of Los Angeles a still more remarkable result was shown. All cities which have tried the plan report that Hallowe'en mischief was reduced, sometimes to the vanishing point, by organized celebrations.

"Chicago has no trouble in believing these statements. Arrests of juveniles in one police precinct of this city dropped nearly 60 per cent in a year after a boys' club was opened in that locality. Probably even here most citizens do not realize how enduring these good effects have proved.

"The great danger to life and property in any community is from the professional criminal, the man who makes his living by preying on society. Court records show that the professional crook, nine times out of ten, starts his evil career while in his teens. If he can be kept straight until old enough to vote he will stay straight; the exceptions are so few that they merely

go to prove the rule. Everything that can be done to reduce juvenile offenses this year is cutting the toll of professional crime ten years from now.

"What is needed for the youngster are guidance and recreation that will keep him straight; for the impulsive or sporadic offender, every aid and opportunity to reform; for the professional crook, relentless pursuit, and when his professional character has been established, permanent segregation.

"When municipal administration devotes itself to those three purposes, life and property will be much safer than they are now."

The *London Times* recently reported in some detail an account showing the spread of football in Europe and concludes the article with these words: "With the spread of the game there has also spread among spectators and players alike the spirit of fair play."

Dr. Everett C. Jessup of Columbia University suggests that sport is in many respects the physiological equivalent of war. A number of newspaper editors have commented on this idea and the majority agree that as athletics develop the chances of war are reduced to a minimum. One of the editorials from the *Trenton, N. J., Times*, follows:

### *Sport as Cure for War*

"With the baseball season again upon us, it is interesting for lovers of outdoor pastimes to learn that the opinion is coming to be cherished that after all the true cure for the war spirit is sport, especially international sport.

"Dr. Everett C. Jessup, instructor in medicine at Columbia University, puts it this way: 'Sport is in many respects the physiological equivalent of war; with its principles of representation and the ease with which it becomes an expression of patriotism, international sport is

the moral equivalent of war; with the exception of the fulfillment of the death wish, we may almost say that international sport is the psychological equivalent of war. It supplies in good measure the thrills that humanity craves not only in those who play but in those who watch.'

"One of the most striking illustrations of the sublimating influence of sport, according to the same authority, is the almost complete obliteration of head hunting in the Philippines by the judicious introduction, by the United States authorities of games and contests between tribes.

"Dr. Jessup did not carry off the Bok prize for the best remedy for war but his suggestion sounds plausible enough to deserve the consideration of statesmen."

The *Des Moines, Iowa, News* presents a similar view on the cor-

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B-8

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T-6

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B-7

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T-5

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relation between athletics and war in the following editorial:

*The Larger Significance*

"As we come to the beginning of the new stadium it is well to be fortified in the larger significance of athletic sports.

"How many ever stop to consider that war in the beginning was an athletic contest between great national champions? When David went out to meet Goliath it was precisely the same as when Nurmi goes out to meet Joie Ray. The only difference was that death was the stake in the old days.

"To come down to date it is claimed that head hunting among the savage tribes has been abandoned almost universally where modern athletic contests have been introduced. It is not getting the head of somebody, it is getting the trophy that really counts.

"Dr. Everett C. Jessup, instructor in medicine at Columbia University, has recently analyzed the situation and he confidently states that everywhere athletic contests have taken the place of war. In just the proportion that a people has contests it opposes war, and dislikes war.

"The point he makes is that man being what we call a fighting animal, that is, an animal which enjoys contest, war is the simplest and most primitive method he has of satisfying his appetite. But it is not the killing of war, it is the rivalry of war, and the joy of triumph. Those motives are satisfied just as well by other contests besides war.

"Says the doctor:

"Sport is in many respects the physiological equivalent of war; with its principles of representation and the ease with which it becomes an expression of patriotism, international sport is the moral equivalent of war; with the exception of the fulfillment of the death

wish, we may almost say that international sport is the psychological equivalent of war. It supplies in good measure the thrills that humanity craves not only in those who play but in those who watch."

"The trouble with the sporting peoples is in his opinion that they have not yet recognized the bearing of their own innovation for their histories all emphasize the glories of war.

"In this respect the rest of the world can learn something from the Japanese:

"On April 1, 1923, Japan did this very thing. The text-books in the lower schools throughout Japan were completely revised. All references to military glory and all exaltation of deeds of blood are stricken out. In the reading books, descriptive of 400 heroes, only men and women who have accomplished constructive work are included."

"When our school books begin to enlarge upon the victories of our other contests and to minimize war then we shall be at the beginning of a new era when the rivalries of life will be gratified in a civilized way.

"We shall be just as vital, just as virile, just as emulous of glory but we shall not plan to murder somebody to prove it.

"The Drake stadium is the mark of the new era in human progress. When the world has been converted to athletic sports, the world will gather as peoples now gather and gratify its fighting instinct in a civilized way."

Mr. Harvey Ingham, editor of the *Des Moines Register and Leader*, has frequently suggested in his columns that the philosophy of the athletic fields is superior to that which usually affects our other human activities. The following editorial written at the time of the Drake Relays is a classic and should be read by every coach who has been

told that athletics have no place in the training of the young:

### *Teaching 'Fair Play'*

"How many people stop to consider as they come to the great intercollegiate athletic contests that we owe most of our notions of fair play to sports?

"How many stop to consider that this is so because from the start athletic competitions have been associated with the school and college?

"What is more important in our present day American life than our notion of fair play? What greater contribution has been made to what we call the progress of mankind?

"Why do we so constantly use the words 'fair play' without stopping to consider just what we are saying. Why is 'play' the word we associate with 'fair,' and why 'fair' with 'play'?

"Where else has so much been done to make the competitions of life absolutely fair as on the athletic field?

"Compare politics or business or social life with the athletic field. Can everybody meet in any of the other competitions and get 'fair play' as he gets in a running race or on the baseball diamond, or even in the prize ring?"

"Where else in life are any chalk marks made to insure that a colored boy shall have an unobstructed path in which to run?

"There were men at the ring side when Jack Johnson defeated Jeffries who would shoot Johnson at sight anywhere else but in the ring. There, if Johnson had been fouled, they would shoot the man who fouled him.

"Jack Johnson had no more fear of being fouled in one of his fights and losing by it than he had of being struck by lightning. And that would have been true even in the southern states.

"Some of the states will not permit a colored man to compete in



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college athletics. But if he is permitted to compete he is fairly started and fairly judged.

"How much has this notion of fair play had to do with the success of our modern experiments in popular rights? Would anybody care to try to answer offhand?

"The only security any institution of government has, where the people have a hand in it, is in the feeling that no matter what blunders are made or what injustices done, the attempt has been to be just.

"Today in the close matches the camera is used to decide the finish, because the camera is so much quicker than the eye. Suppose we were that careful about some of the other awards of life?

"Suppose in all our competitions we had the finest talent to give us an even start, a marked path in which to run, and an instantaneous flashlight at the end to fix the exact shade of our success.

"And yet that is the lesson of the college athletic field, and it is being learned every year by more and more of the young men, and the young women, who are to shape the future.

"The lesson of fair play of the college athletic field alone is worth far more to America than all the colleges cost, and all the universities, and all the common schools.

"Without it where would that lesson be taught as it is taught today? Where would impressionable youth be associated with doing the right thing, of being fair, of letting the best man win, if it was not for the college athletic field?"

Mr. Charles W. Keppen, Manager of the Los Angeles Athletic Club, on request has written the ATHLETIC JOURNAL regarding the mechanical announcing device which he has installed in the Los Angeles Coliseum. The following, taken from a letter written by Mr. Zack Farmer of the Community Development Association, will be of interest to all coaches and directors who are

considering the advisability of installing announcing devices for their athletic fields.

"First, it must be borne in mind that the Los Angeles Coliseum, seating 75,000 persons and having a playing field 680 feet long by 340 feet wide, offered not only unusual problems for the successful operation of such an outfit but, likewise, through the many purposes to which this structure can be put, unique opportunities for perfecting many usages for it in addition to those already credited to it.

"For the purposes indicated by the name 'Public Address System,' our No. 1 outfit has fulfilled all promises made for it and overcome the above referred to problem anticipated because of the immensity of the Coliseum, and we are satisfied that in respect to this usage, amplifying public addresses, etc., our No. 1 outfit fully meets the requirements of a capacity audience in our structure which, by the way, has a circumference around the upper tier of seats of nearly one-half mile.

"During our football season we found that radio musical programs picked up and transmitted through the loud speaker to the incoming and waiting audience before commencement of the games were very popular.

"We devised a plug-in telephone line, paralleling the football field, through which a competent observer, following the ball constantly, transmitted to the announcer at the microphone the details of every play which the announcer broadcast to the audience. Between quarters we also announced the results of other football games and in all, made football vastly more interesting and attractive to the general public than it has been heretofore when forward passes, penalties and personalities of plays could not be given to the audience. We believe this has had much to do with the greatly increased patronage football has received in the Coliseum from thou-

sands who heretofore never enthused over the game. It is interesting to note also that, with the exception of capacity crowds where it seems that no mechanical equipment can ever control the human emotions over such a game as football, the smaller audiences, up to 30,000 or 40,000 seemed anxious to regulate their cheering so as to give the loud speaker its chance to perform. Naturally, the matter of control does not apply to public addresses, music, etc., as in such cases a capacity audience of 75,000 would come to remain quiet and to listen, whereas with sports events they come to unleash their spirits in expressions of favoritism, etc. However, even on a capacity football crowd the loudspeaker served all of the previously stated purposes excepting the play by play announcements which, on such occasions, we concentrated into a general explanation between quarters of those things that happened in the previous plays.

"While we think that the Coliseum has set some precedents in improving football for the general public, we feel particularly enthused about our accomplishments in this direction in regard to track and field meets. We have had nearly a score of large meets in the Coliseum this year, including the A. A. U. Championships, Olympic Tryouts for the southwest and an Elementary School track and field meet in which 7,000 juvenile athletes were on the field at one time.

"Through the loud speaker we have systematized the running off of the numerous events that must be crowded into a few hours; we have thus shortened the time consumed in big meets and have perfected an orderly system of handling from 100 to 7,000 athletes on the field at one time. By announcing all events and interesting details of same as well as results, comparative records, personalities, etc., we have made track and field for the first time interest-

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ing to the public at large; as track and field, as records will show, heretofore has been patronized almost entirely by students and athletically interested alumni, with very little attendance from the general public.

"Also, in handling the athletes through the loud speaker we have eliminated the typical confusion of track and field meets and made the work of officials one of pleasure and quiet organization technique, a thing impossible in the past.

"We have made practical and successful tests and are now planning some great military maneuvers in the Coliseum which can be much more satisfactorily handled by the assistance of the loud speaker than has been possible in the past.

"At our last Easter sunrise service, before the sun rose and while thousands of early-comers would, otherwise, have restlessly awaited our program, we entertained the audience through 'mystically' produced organ recitals by having a famous organist play on a great organ in our largest auditorium where his music was transmitted by wire to the broadcasting station, thence by radio to the Coliseum and reproduced perfectly through the loud speaker. This music was as clear and perfect as could be imagined and was distinctly heard nine blocks from the structure.

"In handling great audiences in the Coliseum our loud speaker has become the carburetor of our machinery. Aside from serving the purposes above stated we have, almost without effort, quelled such nuisances as spasmodic cushion throwing, etc., directed the audience prior to exiting, paged persons on such important matters as approaching death calls from physicians, found the parents of lost children, etc., all of which would otherwise be virtually impossible.

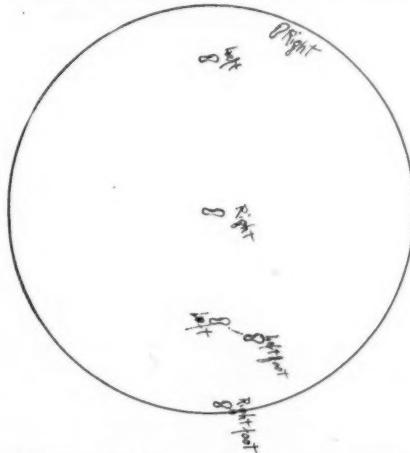
"In short, the No. 1 Public Address System has become a permanent and indispensable feature in

the operation of the Los Angeles Coliseum, one of the world's greatest structures of its kind and one which is used, we believe, more actively throughout the year than any other similar structure in the world, our climate and other opportunities making this possible."

#### Houser in the Discus Throw

(Continued from page 4)

usual manner, that is, he walks across the circle, and does not hop or jump as do many discus throwers with eccentric styles. The entire progress across the circle sees Houser's feet moving along a straight line drawn from the start-



*Illustrating the way Houser goes across the circle*

ing point at the back of the circle to the point of delivery. By keeping to this straight line and moving his feet as close to the ground as possible, Houser concentrates the entire power gained by his speed cross the circle into the terrific snap of the final delivery of the instrument. From the moment he first starts winding up for the throw, with his pendulum-like swings, the movement of the man is one of rhythmic smoothness with not a fraction of his forward movement across the circle jarred by any futile hops or jumps which dissipate the power of most discus throwers through lost motion.

**"Percentage Basketball"**

(Continued from page 22)

watching for a time when the corner men will be down ahead of their guards.

Pivot and pass plays, long pass plays and criss cross plays are possible from this formation. We use many and are still building them. You can build some too. You will find "Percentage Basketball" will conserve the energy of your men. We played 37 games during the season just past and my team did not show signs of fatigue until the final two games, which because of peculiar circumstances we were forced to play at the end of a six-game series in eight days against two different teams.

---

Question: How many hurdles may a competitor knock down in a race without being disqualified?

Answer: Two.

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**Baseball and Basketball**

(Continued from page 19)

An outfielder should learn to take the ball with the fingers turned downwards so that he will be able to come in and make a catch on a ball knee high or lower.

It requires much practice to learn to bat well and it also is necessary even for good hitters to have considerable practice to keep in form. Much has been said about stepping away with the front foot and dropping the hips. A player should realize that he must step and be balanced on his feet after his step so that he can control himself. It might aid a batter if he were to assume that he was going to protect the home plate from the ball that passed between his shoulder and knees. He would then take a position that would enable him to hit any ball in that space and to ignore balls outside the space he intended to protect. Players take the attitude that the pitcher is attempting to throw balls that he cannot hit and the batter determines that he will hit them. Rather he should assume that he can hit balls over the plate and that the burden is on the pitcher to prevent him from hitting balls that go in the space that result in strikes. All coaches insist that their players swing only at balls that are strikes. Any player should be able to step and maintain his balance in relation to the strike space. Balls inside or outside this territory should be ignored.

Players who have acquired no bad mechanical faults and who have natural ability combined with an interest in the game soon learn the tactics of play from a coach who understands the game.

It is to be hoped that towns may some day provide an athletic director to conduct sports and give the boys coaching in right technique at the start of their baseball experience.

**Lee Barnes—Olympic Champion**

(Continued from page 5)

nasium was just as important in the development of Lee Barnes as any one other single factor, and it was through his apparatus work that he

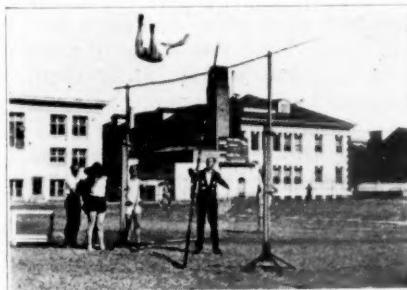


Illustration 3

developed such a remarkable muscular co-ordination.

It has been my good fortune to work with many fine boys but never have I had the pleasure of working with a boy whose soul was so en-

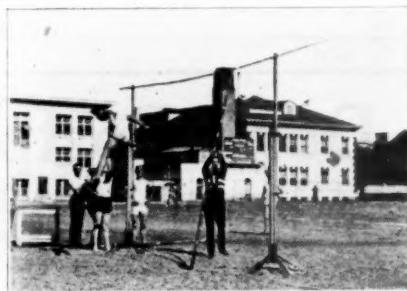


Illustration 4

tirely in his work and the good fortune which befell him at the Olympic Games was not due to chance but to that steady perseverance which characterized his training through four years at high school.

**Rules Changes**

(Continued from page 31)

stated to embrace that period of time following a shot until the shooter has regained the floor. For instance, if a man is fouled after he shoots and while his body is still in the air, he is entitled to two shots. This provision is to safeguard the

shooter from undue roughness. Somewhere else in the rules, special attention will be called to the fact that should a dribbler carry the ball into a stationary opponent, and so make contact with him, the foul should be called on the dribbler for charging. This is one of the most difficult rules for the officials to administer properly and the foul is almost invariably called upon the guard, which results in an undue advantage to the man with the ball. The dribbler must make an effort to avoid a stationary opponent and *must change his direction* if he is to avoid being called for charging.

These are all the changes of any consequence. The main ones, of course, are the elimination of the goal zone, and of the requirement that the hand be kept in contact with the back while jumping for a tossed ball.

The other changes are largely in the nature of editing the phraseology of the rules and will not materially affect the game.

Question: May a record be made in a hurdle race when one or more hurdles are knocked over?

Answer: No. All of the hurdles must be left standing.

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### The Educational Value of Athletics in Schools and Colleges

(Continued from page 18)

by the standards of the so-called "athletic" club for their spectacular, financial and advertising values, the answer is easy: Get the best athletes possible from all sources, offer them any inducements available, and keep them on the teams as long as their scholastic standing will permit them to remain in college. If on the other hand our ideal is to obtain educational training in this respect, as in other phases of college work; if we are trying to educate and develop our students in an all-round way, we shall declare the man who has had special contest experience from which he has had, not only the fun of the game, but a financial return as well, ineligible for the special honor and privilege of representing his institution.

The knowledge that "Tom Jones" and "Ed Brown" have played summer baseball or have had semi-professional experience and who show in their play the skill and *savoir faire* born of special training and experience, and that they are out for the team, is going to discourage, as it has many times in the past, many students who like the game and who would otherwise keep trying for the team. As it is in too many cases, even the good amateurs do not have an equal chance with the semi-professional for the honor of making the team; but more than that and perhaps even more important, they and others are deprived of the stimulus and educational value of trying. We should not hesitate long to declare ineligible a man who had made his living in the practice of law or medicine even if he had discontinued this work, if he were to enter an undergraduate competition for a prize in the subject in which he has had his special experience for which he was paid.

The time has come for us to look these matters squarely in the face.

Either competition in athletic sports is an important phase of our educational system or it is not. If it is not, then we have mighty little justification for our great and expensive athletic establishments. If it is, we must conduct the work on a basis that will provide opportunities and stimulus for each fellow according to his ability and needs. Bar the honor of representing his university to the semi-professional, not primarily because he is a professional because he has made his living in athletics, but because he is out of his class. Drop the standards of sporting editors and set up educational standards in this phase of educational work as in chemistry or biology. If this is done we shall see fewer of our prominent athletes going into frankly professional athletics and shall have more men responding to the legitimate stimulus of competition for college honors, getting thereby a training in character, self-control and loyalty that means much in their development. I don't wish to be understood as implying that there is necessarily anything dishonorable in earning one's living by playing professional ball; but I do think that it offers a life of relatively low ideals and limited usefulness for a college-trained man.

### Athletic Competition Training in Ethics

Participation in sports and games furnishes the principal, if not the only, *practical training in ethics* that exists in our modern educational system. This fact is not widely recognized and acted upon. But it is a fact and it should serve as a criterion for the selection of coaches that has been too frequently and constantly overlooked. No other educational official comes into such close and intimate contact with the boy during the most impressionable period of his life. No other teacher has his opportunity to know the boy as he actually is—for the real self is exhibited in the abandon of the

game. Impulses of generosity or meanness, honesty or trickery, the ability to stand punishment or the tendency to quit under fire, spring out and control action in ways that are almost startling in their revelations of character. It is in this field of the utmost practical importance that the coach works. The man with low standards of sport and character uses this opportunity to teach the impressionable student how to evade rules and to play outside the spirit of fair play or to encourage the development of sly infractions of the rules, for the purpose of winning the game. Thus the coach enhances his reputation of being "successful."

### The Influence of the Coach

There are too many coaches with big newspaper reputations and low standards in morals and sport, in this position of great opportunity and responsibility. The continued tolerance of the presence of men of this sort as teachers in educational institutions is a serious reflection upon the ideals and standards of those who are responsible. Fortunately, there are not a few of the opposite sort, and there is a constantly increasing number of men of high ideals who are making the teaching of athletics their life work. These men teach their pupils to play the game in the spirit of the rules and to regard the playing rules as a gentleman's agreement—not lightly to be broken or evaded. They encourage the development of fairness and generosity without losing the vigor and manliness of the contest, and they at the same time frown upon evidence of meanness and trickery. Many a man has in after years recognized and acknowledged his debt to such a coach for his influence in bringing out the best there was in his nature when he was trying for the team.

### The Coach and the Rules

The practices and teachings of

(Continued on page 44)

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the irresponsible coach of low ideals are the real cause of our absurd and complicated codes of rules. Their disregard of the spirit of good sport and their evasions have made it necessary to go into a ridiculous degree of detail in order to make the teams which they coach appear sportsmanlike in spite of themselves, and to protect their competitors. This elaboration of rules is a losing game, because no decent-minded committee, however faithfully they may work, can foresee and forestall the clever evasions of the unprincipled coach. The effect of such a man's influence upon a boy is to make him habitually tricky and unprincipled, and the almost inevitable continuance of such practices in business and social life tends to make him in effect anti-social. There never was a period in our modern life when the spirit of fair play and a discriminating sense of ethical values were so much needed in social and business life as they are today.

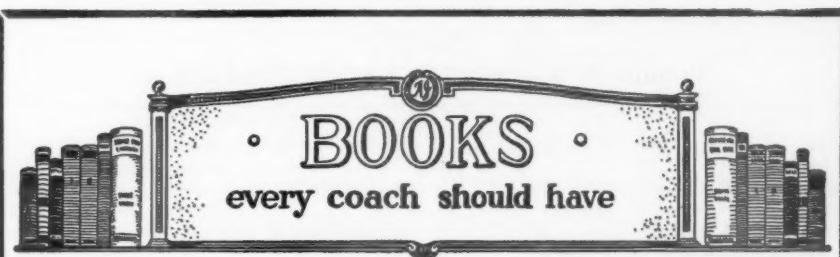
#### Coach Should Not Direct Contests

There is another practice which has grown up under the influence of the old time professional coach that is a distinct detriment to the educational values of games, and which is typified by the custom of "coaching from the bench." This means that the players become automatons directed by the brains of the coach, with the result that they are deprived of the development of initiative, self-reliance, responsibility and the power of adapting themselves quickly and successfully to new situations that would otherwise come to them from the exercise of their own powers and intelligence. It is the development of these qualities and others equally desirable that furnishes the only real justification for the continued existence of the great athletic organiza-

tions that have grown up in our educational institutions.

There is a general tendency in educational institutions to raise the standards of athletic competition and to promote good sportsmanship and better mutual understanding and respect among contestants. Valuable and encouraging as these evidences of better sport are, it is idle to depend upon them to correct the defects of our athletic system, unless and until there comes a complete change in our viewpoint regarding the place and function of athletics in an educational institution.

Is it not possible to arrive at a clearer recognition of the problem in its more important and fundamental aspects by approaching it from another point of view? The development in our schools and colleges of a real appreciation of the educational and character-building values of clean athletics will lessen the tendency to exploit the individual or the team as a financial or advertising asset. It will encourage every student to participate in competitive athletics under the direction of the best teachers to be obtained. It will put the emphasis upon discovering and developing the powers and capacities of the student who has not made a record in athletics instead of upon offering special inducements to the secondary school star and the tramp athlete. It will emphasize the importance of taking into account personal character and influence as well as technical skill in selecting coaches and teachers. Such a change in viewpoint will prevent many of the bad tendencies in our present athletic system and at the same time will make it possible to secure for all students the educational and social values of competitive athletics and to utilize the play and fighting spirit of youth in the work of developing the efficient and self disciplined man fit for complete living.

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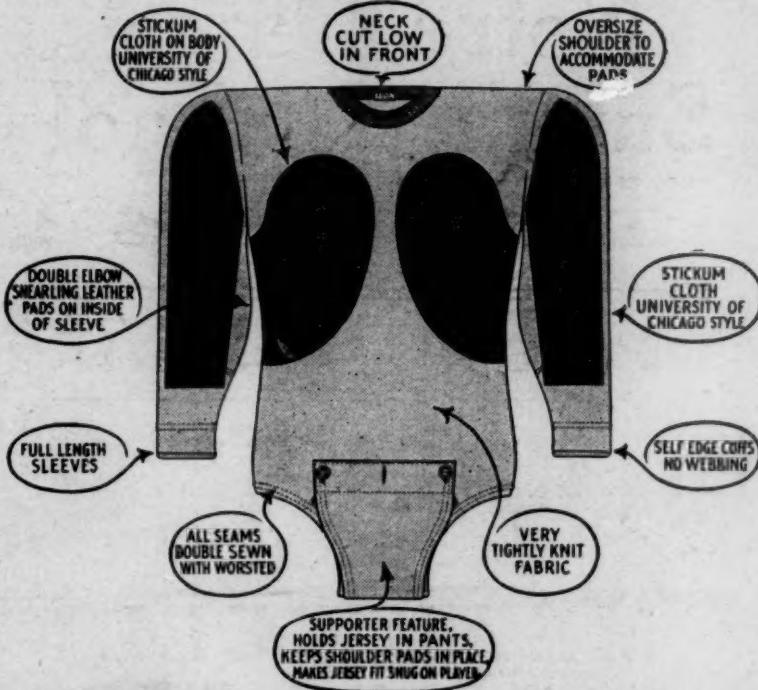
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